

**PARIS PEACE CONFERENCE UNIT PLAN** (VER. 2 – SEPT 2007)**Student-Friendly Learning Target Statements****Knowledge  
Targets***"What I need to know!"*

- ☐ I know the definition of these terms and how they were factors affecting the Treaty of Versailles:

imperialism  
nationalism  
communism

neo-imperialism  
militarism

capitalism  
self-determination

- ☐ I can identify the countries on a pre-1919 map of Europe **and** a post-1919 map of Europe

- ☐ I can identify major differences between the pre-1919 and post 1919 maps of Europe.

- land lost by Germany, Austria-Hungary & the Ottoman Empire
- newly formed countries of Europe

- ☐ I can explain the importance of these people at the Paris Peace Conference:

- Wilson, Clemenceau, Lloyd-George, Vittorio Orlando

- ☐ I can explain how the following terms applied to Germany in 1919:

'stab in the back' theory  
reparations  
Schlieffen Plan  
Polish Corridor  
'diktat'

Sudetenland  
'Blank Cheque'  
14 Points  
Anschluss

self-determination  
Article 231 (War Guilt)  
Saar  
Rhineland

- ☐ I can explain how the following terms applied to Italy in 1919:

'stab in the back' theory  
14 Points

Dalmatian Coast  
South Tyrol

Italia Irredenta

- ☐ I can list and describe **Wilson's 14 Points**.

- ☐ I can list the main conditions of the Treaty of Versailles:

- ▶ territorial losses
- ▶ military conditions
- ▶ reparations

- ☐ I can list which conditions of the Treaty of Versailles Germany considered to be unfair.

<p><b>Reasoning Targets</b></p> <p><i>"What I can do with what I know."</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can evaluate to what extent Wilson's 14 Points are reflected in the Treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate to what extent France (and its leader Clemenceau) were satisfied with the Treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate the extent to which Lloyd George and the British Government were satisfied with the treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate the role that nationalism and imperialism played in the formation of the Treaty of Versailles.</li> <li><input type="checkbox"/> I can determine and or argue where self-determination <b>was</b> and <b>was not</b> applied to people after 1919.</li> <li><input type="checkbox"/> I can explain how the Treaty of Versailles may have led to increased nationalism in a number of different groups/nations.</li> <li><input type="checkbox"/> I can explain how the Mandate system under the League of Nations angered the Arab people of the Middle East.</li> </ul>
<p><b>Skill Targets</b></p> <p><i>"What I can demonstrate."</i></p>	<p>Depending on whom I represent at the Paris Peace Conference:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can apply the interests of either Britain, France, or the USA in a PPC group negotiation or</li> <li><input type="checkbox"/> I can argue for self-determination on behalf of a smaller delegation in a PPC group negotiation</li> <li><input type="checkbox"/> I can prepare a 2 minute speech to give to the delegates at the Paris Peace Conference (minorities only)</li> <li><input type="checkbox"/> I can prepare a 1-2 minute speech outlining how either Britain, France or the USA approach one of these key issues: <ul style="list-style-type: none"> <li>▶ war costs and reparations</li> <li>▶ map of Europe and colonies</li> <li>▶ future military strength considerations</li> <li>▶ war guilt and prevention</li> </ul> </li> </ul>
<p><b>Product Targets</b></p> <p><i>"What I can make to show my learning."</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can write a 1-2 page reflection on the PPC, incorporating the following topics: <ul style="list-style-type: none"> <li>▶ my overall impression of the experience</li> <li>▶ elements I found frustrating and/or successful</li> <li>▶ how it affected my understanding of the difficulties associated with war guilt, colonies, self-determination and the prevention of future wars.</li> </ul> </li> </ul>

## Geography Test SS9



### Marks by section:

Grids, latitude & longitude	/20
Directions	/5
Time zones	/10
Scale	/6
Contours	/11
Climate Graph	/5
Canada cities, prov, water...	/7
=====	
Total	/64

Name:

Date:

Letter  
number, number

3.13°N 84°W 4.15°N, 86°W

contour maps: 1cm = 100m

Timezones: 1. 24, 6 2. 360°, 15° 5, 560 pm.

## Geography Test Tracking Sheet SS9

Name: KARLY

Date: APRIL 2, 2008

Topic	Value	Score	%	Retest?
Grids, latitude & longitude	20	11.5	57%	✓
Directions	5	4	80%	✓
Time Zones	10	4.5	45%	✓
Scale	6	4	66%	
Contours	11	6	54%	✓
Climate Graph	5	5	100%	
Canada Cities, Prov., Water...	7	3	42%	✓

Total points 38 out of 64

Overall test score: 59 %

### PREPARATION:

### GOALS & STRATEGIES:

What **overall grade** (percentage or letter) am I hoping to achieve in this course? A or B %

☐ I did all that I could to achieve my goal in preparing for this test.

☒ I plan to make the following adjustments to increase my grade:

- ✓ study more of these sections.
- ✓ make - before tests / practice tests to make sure I know it
- ✓ \_\_\_\_\_

## Geography Test SS9



### Marks by section:

Grids, latitude & longitude	11.5/20 + 6
Directions	4/5
Time zones	4.5/10 + 2.5
Scale	4/6
Contours	6/11 + 1/2
Climate Graph	5/5
Canada cities, prov, water...	3/7 + 3
<hr/>	
Total	38/64

+12

$$\frac{50}{64} = 78\%$$

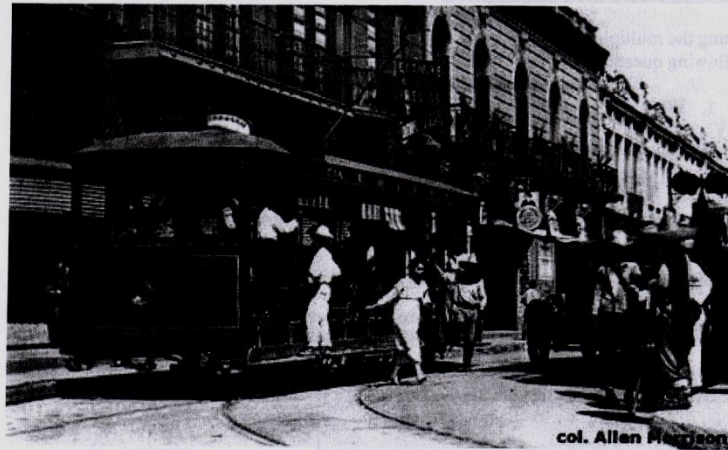
59%

Name: Karlay Jay Date: March 13, 2008

Contour map #5



# Canada in the 1920s (version Mar 2008 11G)



Name: Danny G

Date: March 13

Marks by section:			
		<u>RW</u>	
General Questions 1920s	4/7	6	+2
Stock Market	1/2	2	+1
Women's Issues	1/3	3	+2
Autonomy	2/4	4	+2
Diagram Section	8/8		
Essay planning page	0/2	2	+2
Essay Section	0/12	12	+12
Total	16/38	30	+21

37/38

RW

Princess Margaret Secondary School  
**History 12 – Mr. Dueck - Prescribed Learning Outcomes Report**

Student: James

**Academic 4-Point Scale**

4	3 – EXPECTED OUTCOME	2	1
The student consistently demonstrates exceptional skills and knowledge at and often above grade-level expectations. The student's work is typically at the 4 level.	The student consistently demonstrates grade level skills and knowledge. The student's work is consistently at the 3 level.	The student is making progress toward meeting the grade level expectations, sometimes showing evidence of meeting the outcome, at other times showing a lack of understanding to apply the concept and/or skill.	The student is making minimal or no progress toward meeting grade level expectations. The student's work is typically at the 1 level

*X = this prescribed learning outcome was not a learning focus for this reporting period.*

**1.0 – The Study of History**

4	3	2	1	X	Prescribed Learning Outcomes	fr	%
					1.1 - Analyze historical evidence to: assess reliability, distinguish between primary and secondary sources, identify bias and point of view, and corroborate evidence.		
		✓			PPC 10001101	5/9	55
	✓				RR/Stalin 11011	4/5	90
✓					USA 20s/FDR 111111 3/3	10/10	100
					Dictators/WWII		
					1.3 - Evaluate the significance of cause-effect relationships.		
		✓			PPC 100110 5/8	8/13	62
	✓				RR/Stalin 10111101 6/8	15/17	76
					USA 20s/FDR 111 2/3 6/8	12/15	80
					Dictators/WWII		
					1.4 - Develop and present logical arguments.		
		✓			PPC 5/8 5/8	19/14	62
	✓				RR/Stalin 5/8 8/8	18/16	88
					USA 20s/FDR 6/8 3/3	8/11	92
					Dictators/WWII		
					1.5 - Evaluate the significance of economic and geographical influences on history.		
		✓			PPC 11 6/8	8/10	80
	✓				RR/Stalin 1011111 6/8	13/16	81
					Dictators/WWII		
					1.6 - Draw conclusions about the influence of individuals and mass movements on historical developments.		
		✓			PPC 111 3/8 4/8	10/19	53
	✓				RR/Stalin 2/2 111 6/8 8/8	13/14	93
					USA 20s/FDR 1111 6/8	18/12	83
					Dictators/WWII		
					1.7 - Demonstrate historical empathy (the ability to understand the motives, intentions, hopes, and fears of people in other times and situations).		
		✓			PPC 4/2 101 3/8 4/8	14/21	67
	✓				RR/Stalin 1 6/8 8/8	18/18	88
					USA 20s/FDR 111 2/3 1	6/7	86
					Dictators/WWII		

**2.0 – Conflict & Challenge: The World of 1919**

4	3	2	1	X	Prescribed Learning Outcomes	fr	%
		✓			2.1 - Evaluate the significance of nationalism and imperialism in the world of 1919.	15/12	75
	✓				1101101 2/3 4/10	4/5	80
					2.2 - Identify key issues in the peacemaking process at the end of World War I 111 1/2		
✓					2.3 - Explain the social, economic, and political effects of World War I on the post-war world.	3/3	100
					2.4 - Summarize the causes and effects of the 1917 Russian revolutions.	2/2 1	

### 3.0 - Promise & Collapse: 1919-1933

4	3	2	1	X	Prescribed Learning Outcomes	fr	%
					3.1 - Summarize the basic features of various political ideologies, including different forms of FACISM, COMMUNISM, and DEMOCRACY.		
	✓				RR/ Stalin 10/11/01	5/6	83
					WWII		
					Cold War		
		✓			3.2 - Explain the factors that contributed to the rise of dictators in the period between World War I & World War II.	7/9	78
	✓				RR/Stalin 11/11/11 2/5 6/8	14/16	88
					WWII		
					3.3 - Evaluate methods used by Stalin to transform USSR into a world power. 10/11 6/8	9/12	75
					3.4 - Describe the relationship between colonial rule and nationalism in the Middle East and in India.		
	✓				3.6 - Identify the factors that led to the GREAT DEPRESSION. 11/11/00 1/11	9/11	82

### 4.0 - Turmoil & Tragedy: 1933-1945

4	3	2	1	X	Prescribed Learning Outcomes	fr	%
					4.1(3.5) - Evaluate the effects of the GREAT DEPRESSION on the industrialized world.		
	✓				FDR 11/11/11 2/3 9/8	17/24	85
					WWII		
		✓			4.2 - Compare the nature of democratic and totalitarian states & their impact on individuals. 6/8	6/8	75
	✓				RR/ Stalin 11/11 3/3	7/7	100
					WWII		
					4.3 - Identify the causes of the outbreak of World War II in Europe and the Pacific.		
					4.4 - Explain the significance of key military events in World War II, including the BATTLE OF BRITAIN, the attack on PEARL HARBOR, EL ALAMEIN, BATTLE OF MIDWAY, BATTLE OF STALINGRAD, NORMANDY LANDINGS, & bombing of HIROSHIMA		
					4.5 - Explain how World War II resulted in a realignment of world power.		
					4.6 - Describe the impact of "total war."		
					4.7 - Describe the significance of technology developed prior to and during World War II.		
					4.8 - Assess the impact of mass communications on political and military events prior to and during World War II.		
					FDR		
					WWII		
					4.9 - Evaluate the historical significance of the HOLOCAUST.		

### 5.0 - Transformation & Tension: 1945-1963

4	3	2	1	X	Prescribed Learning Outcomes	fr	%
					5.1 - Identify the causes of the Cold War and the various forms of superpower competition..		
					5.2 - Examine the critical development of the Cold War, including the: DIVISION OF GERMANY, AMERICAN POLICY OF CONTAINMENT, KOREAN WAR, & CUBAN MISSILE CRISIS.		
					5.3 - Evaluate the impact of Cold War events in China and the Middle East after 1945.		
					5.4 - Explain the role of NATIONALISM in post-1945 decolonization of India & Indochina.		
					5.5 - Describe the global trend toward economic integration after 1945.		
					5.6 - Describe the social & economic consequences of the nuclear arms race after 1945.		
					5.7 - Demonstrate an understanding of the struggle for human rights, including the civil rights movement in the United States and the anti-apartheid movement in South Africa.		
					5.8 - Evaluate the role of the United Nations in advancing international co-operation		

### 6.0 - Progress & Uncertainty: 1963-1991

4	3	2	1	X	Prescribed Learning Outcomes	fr	%
					6.1 - Evaluate the role of the superpowers in conflicts in Southeast Asia, Afghanistan, and the Middle East from 1963 to 1991.		
					6.2 - Analyze factors contributing to the ending of the Cold War.		
					6.3 - Identify reasons for the decline of communism in the former USSR and Eastern Europe.		
					6.4 - Explain the impact of nationalism on the events of the late 20th century.		
					6.5 - Analyze the influence of public opinion, including direct action by individuals or groups, on national policy.		
					6.6 - Assess the influence of women in political and economic affairs in the late 20th century		
					6.7 - Evaluate the impact of economic change in China		
					6.8 - Identify the ways in which competition for resources affects relations between nations.		
					6.9 - Describe the effects of computer technology on society.		



## History 12



**Franklin Delano Roosevelt**  
32<sup>nd</sup> President of the United States  
(January 1882-April 1945)

Marks by Section:

1920s USA & the World	9/11
Causes of the Great Depression	4/4
FDR's Actions	5/5
Reactions to FDR's New Deal	5.5/7
Evidence Question	3/3
Paragraph	6/8
Total	32.5/38

Name: \_\_\_\_\_ Block: 1/2

Date: April 4<sup>th</sup> 2008

### 1920s USA & the World (11)

1. In the 1920's the USA followed a policy of (3,6)
- ☒ A. isolationism. /
  - B. tariff reduction.
  - C. collective security.
  - D. military intervention.
2. Which of the following conditions was **most** characteristic of the USA in the 1920's (3,6)
- A. free trade
  - ☒ B. laissez-faire capitalism /
  - C. growing racial tolerance
  - D. increasing government involvement in the economy
3. In the 1920's the worlds greatest industrial power was (3,6,4,1)
- A. Japan.
  - B. France. /
  - ☒ C. the USA.
  - D. Great Britain.
4. Immigration into the USA dropped in the 1920's because (1,3, 3,6)
- A. Europeans no longer wished to emigrate to the USA.
  - B. the Depression in the USA discouraged new immigrants.
  - ☒ C. a series of government measures had restricted immigration. /
  - D. Europeans could not afford to emigrate after the First World War.
5. What was one reason for the stock market boom in the USA during the late 1920's? (1,5, 3,6)
- ☒ A. Shares could be bought "on margin". /
  - B. Workers' wages were increasing rapidly.
  - C. Demand for consumer goods was greater than the supply.
  - D. Stockbrokers discouraged speculation and the purchasing of stocks..
6. An accurate statement about the USA in the 1920's is that (1,5, 3,6)
- A. widespread advertising encouraged consumerism.
  - ☒ B. all sectors of the economy enjoyed increased profits. X
  - C. mass production brought increased prices in all sectors of the economy.
  - D. immigration was increased to provide workers for expanding industries.

### #3 To what extent was FDR successful in ending the Depression.

(1.3, 1.4, 1.5, 1.6, 4.1, 4.2)

8 marks

In a lot of eyes Franklin D. Roosevelt was very successful in ending the depression for the USA. FDR brought government control, something the USA did not see with Harding, Coolidge or Hoover... especially Hoover since he was the president at the beginning of the depression. FDR was a man of action and received "Broad Executive Power" changing America in his first 100 days. FDR also introduced his New Deal which helped stabilize the banks and brought in his Alphabet agencies which created thousands of jobs across the nation, but at the same time helping clean the nation up and create parks and buildings. FDR helped lower the unemployment levels from 25% all the way down to 17%.

But this is the problem the unemployment levels were still a 17% and to many Americans were starving. Not only that, but some of FDR's Alphabet agencies were being frowned upon by the public and people against FDR. Such as the AAA who were sent to farms to tell them to destroy their crops... sometimes even a whole row. This does not seem like the best idea especially when your country is in a depression and there are people starving with no food and no money.

To what extent did FDR end the depression? Well FDR did a lot of good things during the depression, but it was WWII that ended the depression.

*Well done! Could you have elaborated on the Alphabet Agencies? You had the room.*

*6/8*

## Unit 1 Test

Name - \_\_\_\_\_

**Part A – Multiple Choice**

Write the letter that corresponds to the correct answer in the first space provided below. If you are unsure of your answer, write the letter that represents your second choice in the second blank. YOU GET 5 OPPORTUNITIES TO CHOOSE A SECOND ANSWER.

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 11. _____ | 21. _____ |
| 2. _____  | 12. _____ | 22. _____ |
| 3. _____  | 13. _____ | 23. _____ |
| 4. _____  | 14. _____ | 24. _____ |
| 5. _____  | 15. _____ | 25. _____ |
| 6. _____  | 16. _____ | 26. _____ |
| 7. _____  | 17. _____ | 27. _____ |
| 8. _____  | 18. _____ | 28. _____ |
| 9. _____  | 19. _____ |           |
| 10. _____ | 20. _____ |           |

TOTAL / 28 marks

On the lines below, provide some information that explains why you are unsure of the correct response. For example, you may want to indicate why each one is close to being correct.

- # \_\_\_\_\_
- # \_\_\_\_\_
- # \_\_\_\_\_
- # \_\_\_\_\_
- # \_\_\_\_\_



1<sup>st</sup> choice only:  $\frac{22}{28}$   
 Unit 1 Test  
 Part 2 - Multiple Choice  
 if either of double attempts is correct:  $\frac{23}{28}$   
 Name - Ashley  
 Unit 1

out of total double attempt  
 $\frac{2}{2}$

**Part A - Multiple Choice**

Write the letter that corresponds to the correct answer in the first space provided below. If you are unsure of your answer, write the letter that represents your second choice in the second blank. YOU GET 5 OPPORTUNITIES TO CHOOSE A SECOND ANSWER.

- |                               |                      |                      |
|-------------------------------|----------------------|----------------------|
| 1. <u>C</u> _____             | 11. <u>C</u> _____ a | 21. <u>D</u> _____   |
| 2. <u>C</u> <u>D</u> <u>D</u> | 12. <u>B</u> _____   | 22. <u>D</u> _____   |
| 3. <u>B</u> _____ +1          | 13. <u>B</u> _____   | 23. <u>B</u> _____   |
| 4. <u>A</u> _____             | 14. <u>D</u> _____ a | 24. <u>B</u> _____   |
| 5. <u>C</u> _____             | 15. <u>B</u> _____   | 25. <u>A</u> _____   |
| 6. <u>A</u> _____ D           | 16. <u>C</u> _____   | 26. <u>D</u> _____   |
| 7. <u>A</u> _____             | 17. <u>C</u> _____ D | 27. <u>D</u> _____ a |
| 8. <u>D</u> _____             | 18. <u>C</u> _____   | 28. <u>A</u> _____   |
| 9. <u>A</u> _____             | 19. <u>D</u> _____   |                      |
| 10. <u>A</u> <u>D</u> a ✓     | 20. <u>C</u> _____   |                      |

TOTAL 23/28 marks

On the lines below, provide some information that explains why you are unsure of the correct response. For example, you may want to indicate why each one is close to being correct.

- # 2. Germanly "owned" it but France had temporarily control over it  
 # 10. (A) was true and (D) sounds familiar.  
 # \_\_\_\_\_  
 # \_\_\_\_\_  
 # \_\_\_\_\_

23/28  
 1

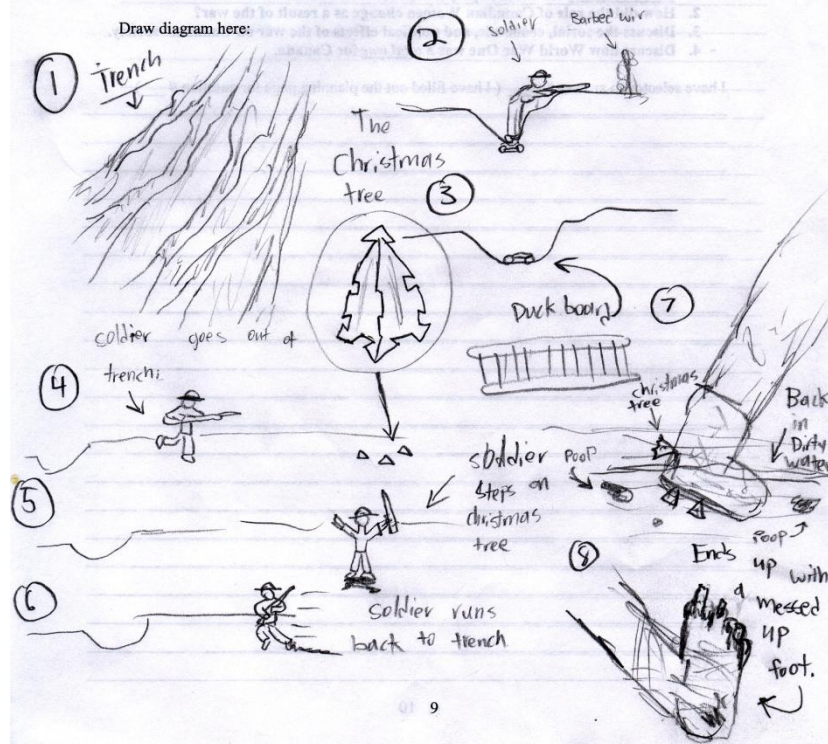
Great drawing!!  
Fantastic!

**Part 2 Diagram/Description (8 marks)**

Using a combination of diagrams and words, describe one of the following:

1. Describe the system of trench warfare used in WWI – you may include the effects it had on soldiers as well as how the trenches were organized.
2. Describe in detail the steps that led to the outbreak of WWI.
3. Draw and describe some of the technological advances that changed the nature of warfare during WWI

Draw diagram here:



**Note:** Attendance is absolutely critical for success in this course. After three unexcused absences, a meeting may be held to discuss the situation. After 5 unexcused absences, the student will place themselves at risk of being removed from the course. Any and all absences **MUST** be supported by a verified note, parental phone call or supporting teachers' authorization in order to be excused. Student withdrawals from the course based on attendance and poor effort will be conducted according to the school policy.

**Basic Rights:**

- 1. Each participant in this course has the right to be heard and respected by all other participants.**
    - a. While a discussion, lecture, presentation, or the like in process, no CD players, MP3 players, cell phones or similar media players are allowed to be worn or used in class.
    - b. The views and opinions expressed in this course should be relevant to the historical context and should be considerate to different cultures, races and gender. The nature of this course involves controversial issues and students are encouraged to approach sensitive topics with maturity, care and empathy.
  - 2. Students have the right to learn in an environment where distraction and interruption are avoided as much as possible.**
    - a. **LATES:** If you are late, please enter quietly and find an available seat. If the late is excused, see Mr. Dueck later in the period or after class with excuse. Chronic lates will need to be addressed and strategies explored to change the situation.
    - b. **Cell phones/text messaging:** Students are asked to have all cell phones turned off during class. If it is imperative that a call be made or received during class, please make arrangements prior to class.
  - 3. Students have the right to fair and just grading practices.**
    - a. **Retest Policy:** Each student may have the opportunity to retest every test and quiz during this course. The test must be rewritten within about ONE WEEK following the return of the test. Retests are usually completed outside of regular class time in a designated testing location. The student does not have the right to a retest as the teacher has the right to refuse a rewrite.
    - b. **Late Work:** Late assignments will be considered INCOMPLETE until they are submitted. If only **one** assignment is incomplete, then the student will not be issued a mark for the course (as the course is not complete – so how can a mark be issued??). A number of assignments in this course are very time-specific. This means that others may be relying on you to complete your part. For these types of assignments, you must complete it on the due date.
- \* Students who have missing assignments (especially if the condition is chronic) can expect to stay in at lunch or after school to complete missing work**
- c. **Missed Tests/Quizzes:** It is crucial that students attend all scheduled tests and quizzes. An unfair environment is created when some students choose to miss a test and gain extra preparation time. If a student misses a test or quiz, the absence will only be

1. Did you feel prepared for yesterday's test? ☒ yes ☐ no

2. Did you study outside of classtime for yesterday's test? ☒ yes ☐ no

How long? 30 min

3. What was your overall feeling during the test yesterday?

I felt that it was okay, not too hard  
and that I would do well

4. Are there parts or sections where you felt more confident than others? ☒ yes ☐ no

Explain

the multiple choice was better than  
the written

5. Did it make a difference to you knowing that you could rewrite sections where you did not do so well? ☒ yes ☐ no

Explain

because its easier then doing the whole  
test

6. Rank the following test formats from your most enjoyable (1) to least (5):

1 multiple choice  
3 written  
2 diagram/drawing  
4 spoken/oral  
5 essay/paragraph

most enjoyable = 1 least enjoyable = 5

Explain your reasons for your ranking:

7. If you were given a chance to show your knowledge and understanding in a different way (other than a test – a project, video, game, make your own test, etc...), would you prefer that? ☒ yes ☐ no

and

Explain:

It depends on what the subject is, but  
I would not mind doing a game.